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The preschool program endeavored to make up for any lack in the home that prevented a child from being ready for kindergarten. This bulletin acquainted parents with the program and with the needs of preschool children. Entrance was dependent on certain health requirements and the participation of a parent one day a week.

Two-, three-, and some four-year-olds attended part of the week; other four-year-olds and five-year-olds attended all week. General goals for the children included: 1) to develop wholesome attitudes toward school; 2) to acquaint the child with the excitement of learning; and 3) to promote a satisfying self-image. Specific goals included: training in school deportment; skills in language and vocabulary; eye-hand coordination; varied broadening experiences not offered in the home; motor aesthetic and social development; and health education.

Periodic records of each child were made by parents, teacher and nurse. The daily program for each group was described. Advice was given to mothers as to how to act with their children while they were participating. Parents learned about the specific needs and abilities of preschool children and developed skills for home guidance. Characteristics, activities enjoyed, and needs of each age level taking part were listed. Resource materials helpful to parents were suggested.

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This may help people interested in pre school. This was & is a working copy.

FRESNO CITY UNIFIED SCHOOL DISTRICT

THE COMPENSATORY EDUCATION PROGRAM

PRE-SCHOOL DEPARTMENT GUIDE

for

1964-65

Prepared by

Velma Bowser = Pre-School Teacher

Bernice B. Brewer = Pre-School Teacher

Silvina Charlesworth = School Nurse

Arthur G. Carlson = Director of Program

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Dear Parents:

Welcome to our Compensatory Education Pre-School. You and your child will have many experiences together.

This booklet has been written to help you understand what we do in our pre-school. Our reasons for doing certain activities are to broaden your understanding of your pre-school child. We hope to give you some insight on how to handle problems of your own child.

C. E. P. endeavors to make up for any lack in the home that prevents a child from being ready for kindergarten. This lack can result from the following: 1) the only child in the home, 2) a child from a home where there is little verbal communication, 3) low socio-economic background, 4) a child that is emotionally disturbed, 5) or other behavioral problems.

A common question is often asked. "Do they just play?" Through play the child learns many things about himself and his environment. We offer much more than play, by giving a wide variety of experiences. We offer numerous toys, music, books, art, clay, easel painting, finger painting, excursions, trips to the farm, zoo, dentist's office, library, and neighborhood walks, etc. He can play with a number of children his own age. He can increase his awareness and understanding of the world about him. He learns from fellow playmates the concept underlying good manners and consideration for the rights of others. His social horizon is broadened because of his relationship with teachers and other adults. Yes, play is childs' work, and as he plays in pre-school he lays the groundwork for formal academic learning.

You will find a section on special activities geared for the four year old and five year old who are ready for kindergarten. Games that present words, numbers, letters, shapes and textures, color recognition, and games to sharpen the senses of touch and smell, will be part of this section.

For some of you this is a new and exciting experience. For others, a continuation of experiences enjoyed during our first session last spring. Those with previous experiences will be of great help to others in getting adjusted.

We welcome all parents, and challenge you to have fun, and grow along with your child.

Sincerely,

The Staff

A baby is an angel whose wings decrease, as his legs increase.

__ French Maxim __

I. Entrance Requirements

A. Child

1. Each parent is asked to show proof of his child's birth by certificate, baptismal record or affidavit

2. Proof of polio treatment of prevention by sugar or shot

3. Make out school registration form

B. Parent

1. Each parent must have proof of negative tuberculosis

2. Any parent substitute must have proof of negative tuberculosis

3. Parents must participate in a car pool

II. Daily Health Inspection

Before a child is permitted to remain at school for any particular day, he is examined for signs of a cold or any infection or contagious disease.

III. Nurses Participation

Purposes:

1. Health supervision

2. Health education of pre-school children and parents

3. Early identification and counseling concerning possible correction of physical defects

The participating parents and children in the pre-school compensatory education program should be made aware of the health practices that are conducive to the child's optimum use of educational opportunity.

Methods:

1. Daily observation of participants by teacher

2. Regularly scheduled nurse observation of participants

3. Establish procedure for emergency care

4. Implement requirements for proof of freedom from active tuberculosis from participating parents

5. Implement requirements for proof of child's polio immunization

6. Vision screening: Snellen test

7. Hearing screening: Audiometer test

8. Notification and counseling with parents regarding possible correction of physical defects

It is particularly important that the parents be informed concerning community resources available to them for the correction of defects, prevention of disease, and promotion of health. Equally important is the development of understanding regarding proper use of these resources.

METHODS OF EVALUATION:

1. Evident healthy classroom situation

2. Receipt of required medical proof concerning tuberculosis and polio

3. Individual cummulative health record

4. Statistical report of defects reported and corrected

5. Observation by teacher of improved health habits and attitudes

6. Future observation by kindergarten personnel, of these children in the experimental pre-school group, of health habits and attitudes compared to that of the control group

Attendance of Age Groups

All children must be at school by 9:00 a.m. promptly.

A. Two year olds may attend only on the day that the parent participates.

B. Three year olds may attend three scheduled days a week. However, if the mother thinks this is too much for him she may limit his attendance at her discretion.

C. The younger four year olds may attend four days a week. The same exception applies as for the three year old.

D. The older four year olds and five year olds are expected to attend five days a week. This group expects to enter kindergarten in the fall.

E. Your child will be scheduled according to the number of children attending per day from 9:00 a.m. to 11:30 a.m.

NOTE: Inform the pre-school teacher when you can attend the pre-school.

CEP REGULATIONS

1. That at least one parent participate one day a week in the pre-school

2. That the participating parents show proof of negative tuberculosis for admittance

3. That we have proof of child's having taken the Sabine Vaccine

4. That at least one parent attend a parent education meeting twice a month

5. That absence from your participation day must be made up by attending one extra morning within a three week period

6. That all parents bring and pick up children in pre-school

7. That all children be let out on school side of either Walnut or Belgravia Streets

8. That we do not park within 12 feet of the mailbox

9. That we call the school when our child is sick (Within 3 days after the first day's absence.)

10. That an absence of two (2) weeks without calling in is an automatic drop of child and parent.

11. That the only accepted excuses are: 1) mother sick, 2) child sick, 3) pregnancy

12. That place on school roll will not be kept open after 2 weeks absence unless authorized through the office.

Phone 266-3560 Day

233-4850 Evenings

PRE-SCHCOL CHILDREN AND THEIR DAILY SCHEDULE

I. Goals for Children

A. General

1. To develop wholesome attitudes toward school

2. To acquaint the child with the excitements and rewards of learning

3. To promote a satisfying self-image

B. Specific

1. Early training in acceptable school deportment

2. Increased skills in language, vocabulary, and pre-reading

3. Developing eye-hand coordination preparatory to development of writing skills

4. Opportunity for varied broadening experiences not offered in the home

5. Motor development

6. Health education

7. Aesthetic development

8. Social development

II. Methods

A. General

1. The teacher's acceptance of and recognition of the dignity and worth of the child

a. Teacher's attitude toward child's mistakes, shortcomings, and successes

b. The teacher establishes a rapport of mutual respect

2. The teacher establishes an environment for learning and rewards the child with approval for his genuine attempts at learning

B. Specific

1. Rules of school conduct are established and the child guided toward acceptance of these

2. Learning to listen, story time, books, excursions, games using letters, games using the child's name, and flannel boards

3. Small muscle activities such as peg boards, crayons, scissors, and other manipulative toys

4. The activities found in any learning-oriented nursery school, and, in addition, trips, science studies, and definite pre-kindergarten training

5. Big muscle activities and physical fitness games
   Rhythmic activities - Learning to march, walk, skip, hop, jump, balance, etc.

6. Aesthetic development
   a. Exposure to beauty in art, nature, music
   b. Opportunity for creative arts--painting, finger painting, carpentry, collage, singing, and dance

7. Health education
   a. Becoming familiar with school nurse
   b. Vision and hearing tests
   c. Education in personal cleanliness

8. Social Development
   a. Learning to enjoy associating with others
   b. Learning ways to join and be accepted by a group

III. Evaluation

Periodic records and observations of each child made by parents, teacher, and nurse. These studies of the child will evaluate:

1. Physical development
2. Mental and intellectual development
3. Social development
4. Emotional development
5. Play life
6. Maturation in accepting responsibility, the authority figure
7. The child's self-image

The children in the Compensatory Education Program Pre-School are divided into two groups. Group I - three year olds and younger four year olds; Group II - older four year olds and five year olds.

The first part of the day is "free play" time in which children wander in and out to any activity that they may find interesting. The following activities are a detailed description of "free play" time and its purposes:

Bldg. #2 Three and Four Year Olds Program Schedule (Red Birds and Green Birds)

9:00 - 9:30 a.m.	Greetings and health inspection Teacher-helper assignments Free play for pre-schoolers
9:30 - 9:50	Flag salute, date and weather, discussion of famous personalities, children's birthdays, and show and tell, songs
9:50 - 10:00	Free play
10:00	Put away toys and toileting
10:10 - 10:30	Nutrition and rest time
10:30 - 11:00	Group singing, finger play, secrets, story time
11:00 - 11:25	Music, rhythms or yard
11:25	Goodbye ceremony

Bldg. #1 Four and Five year olds Pre-Kindergarten Schedule (Yellow Birds and Blue Birds)

9:00 - 9:15 a.m.	Greetings, health inspection, and free play
9:15 - 9:30	Salute to flag Song roll call, date and weather, show and tell
9:30 - 10:00	Work time for Blue Birds; Play time for Yellow Birds
10:00 - 10:25	Nutrition and rest time
10:25 - 11:00	Work time for Yellow Birds; play time for Blue Birds
11:00 - 11:25	Rotation of groups, music and a story
11:25	Goodbye Ceremony

I. The daily program is geared to meet the needs of the pre-kindergarten. More stress is placed on the beginning of academic subjects. The pre-kindergarten children are introduced to stories and games which give further impetus to his awareness of numbers, words, and their meaning.

A. Ways of building number concepts

1. Builds with blocks
2. Put away blocks by using number games
3. Discovers one block longer than other
4. Made aware of weight by the feel of the weight in their muscles
5. Children are interested in counting and do a great deal of it by arranging the number of chairs needed for storytelling time and for break time

B. Reading Readiness

1. Copy sounds or invent sounds that amuse them
2. Teacher uses vivid and simple language when speaking to children
3. Children are encouraged to show and tell something of interest
4. The choosing of many good books
   a. Allowing the children to look at them
   b. Reading to them everyday stories that interest them
   c. Allowing them to read to the group in their own way their favorite story
5. Have discussion with group after a trip has been taken, or an interesting experience

6. Using various symbol games - picture lotto and animal lotto

7. Use of the flannel board for:

   a. Telling of stories, presenting characters of stories on board

   b. Presenting child's name written in manuscript to help child recognize own name

   c. Presenting numbers, objects, colors, and shapes as games to build word vocabulary

C. Training the Senses

1. Sense of touch - we have a "feel box" with objects of many textures. Example: piece of velvet, sponges, sand paper of different grades, smooth satin, piece of fur, cotton, etc. Some comments from children are, "feels soft," "sticky," "feels nice," "feels hard," "feels rocky," "feels scratchy"

2. Sense of smell - the "smell box" contains many odors selected from household spices, and bathroom toiletries Example: cinnamon sticks, sage, nutmeg, toilet water, alcohol, tooth paste, etc. Some comments from children, "smells loud," "smells hot," "smell good"

3. Sense of taste - the "taste box" contains many household seasonings, and bathroom toiletries. Salt, sugar, vinegar, alum, toothpaste, mouth wash, etc. This activity expands the vocabulary when the teacher asks if the substance is salty, sweet, sour, etc.

4. Sense of hearing - the children play games of listening. Listen to the birds sing, the sound of trucks on the streets, airplanes, and the sound of leaves rustling in the trees. The child has listening music (records), clapping of hands, (loudly and softly) and loud and low voices, Every child who plays the listening and singing games is increasing his sense of hearing.

5. Activities to teach the child to enjoy form and color in every day things. Activities to draw and try to reproduce things that are pleasant to the eye. Activities to develop the sense of seeing and remembering.

II. Emphasis is placed on special projects and activities, hoping to help assure the pre-kindergarten child of his association with the school.

CHILDREN'S PRE-KINDERGARTEN ACTIVITIES

FREE PLAY ACTIVITIES AND PURPOSES

I. Clay Activity

Material: Bright colored clay (Flour, salt, preservative and water) and food coloring

Objectives:

a. To develop child's creativeness

b. To get acquainted with media

c. To develop hand muscles

d. To learn to share

e. To learn to work in a group

f. To provide opportunity to socialize

g. To encourage the realease of emotional tension

Immediate Outcome:

a. Will throw clay

b. Will not want to share

c. Will eat clay

d. Adorn self with clay

Expected Outcome:

a. Will learn to share

b. Will enjoy playing with clay

c. Will play all morning

d. Will squeeze, push and pat clay

II. Easel Painting Activity

Materials: 3 easels with two painting surfaces, 18 large brushes, tempera paint, large sheets of newsprint, masking tape and a crayon, 4 aprons

Objectives:

a. To develop hand muscles by holding brush

b. To learn how to hold a paint brush

c. To learn how to paint with brush

d. To get a feeling of worth

e. To learn primary and secondary colors and an appreciation of color

f. To recognize name by hearing and seeing it spelled at the same time

g. To provide a quiet activity

Immediate Outcome:

a. Some will not stay very long at easel

b. Will paint easel instead of paper

c. If easels are not side by side child will go around to see what other child is doing

Expected Outcome:

a. Will enjoy activity

b. Will learn how to hold brush

c. Will have some idea of colors

III. Table Toy Activity

Materials: Puzzles with not over ten pieces, large beads and shoe strings, plastic geometric shapes that fit together, skill dressing forms, large peg boards and pegs, smaller peg boards and pegs, go-together game, huge set of dominoes, numbers that only fit together when in mumerical order

Objectives:

a. To learn to match like number of dots to like number of dots

b. To motivate solving of small problems without much or any assistance

c. To match like shapes and colors

d. To develop small hand muscles

e. To develop hand-eye coordination

f. To develop creativeness

g. To receive feeling of worth

h. To become self-reliant in taking care of dressing needs

i. To develop skill in locking and unlocking

j. To learn to associate different items that go together

Immediate Outcome:

a. Will drag toys on floor

b. Will roll toys on floor

c. Will use toys for food in housekeeping area

d. Will use pegs as candles at clay table

e. Will use plastic sticks as drumsticks

Expected Outcome:

a. Will learn to thread string through a hole

b. Will recognize primary and secondary colors

c. Will be more independent about dressing self

d. Will receive a sense of satisfaction from solving simple problems

IV Block Activity

Materials: Precision made blocks of all sizes and shapes

Objectives:

a. To provide an opportunity for individual and group play

b. To develop muscles and coordination

c. To develop sense of balance and design with inanimate objects

d. To get a concept of numbers, weight, size and shape

Block Activity Objectives (Cont'd)

e. To provide opportunity for dramatic play

Outcome:

Same as objectives

V. Sandbox Activity

Materials: Cement bordered square (outside) about 10' square, sand, water, plastic containers

Objectives:

a. To get acquainted with sand and its texture

b. To help child express himself

c. To get acquainted with sand and water and its play possibilities

d. To develop creativity

e. To develop good social, solitary, and dramatic play

Immediate Outcome:

a. Will throw sand up over his own head and others

b. Will throw sand at each other

c. Will put sand in wheel toys and cart it around yard and maybe dump it elsewhere

Eventual Outcome:

a. Learn to work with sand

b. Learn to keep sand in box

c. Have more creativity

VI. Wheel Toys Activity

Materials: Four tricycles, two wagons, any number of car tires, two wheelbarrows

Objectives:

a. To develop muscle coordination

b. To develop large calf and thigh muscles

Wheel Toys Activity (Cont'd)

c. To develop ankle and foot muscles

d. To learn to handle a tricycle

e. To learn to share with others

f. A chance to play-act

Immediate Outcome:

a. Will not want to share at first

b. Will fight over toys

Eventual Outcome:

a. Will develop muscle coordination

b. Will always want to play with wheel toys

c. Will learn to handle tricycle, wagon

d. Will develop creativeness to a great extent

e. Will learn to share with other children

VII. Ball Activity

Material: Four 10" red rubber balls

Objectives:

a. To learn to throw a ball (large)

b. To learn to catch a large ball

c. To learn to throw a ball to someone

d. To learn to catch a ball thrown to self

e. To develop arm muscles

f. To learn proper stance in order to be properly balanced when catching a ball

g. To develop eye and hand coordination

Immediate Outcome:

a. Will back up when ball is near

Ball Activity (Cont'd)

b. Will bat ball away from self

c. Will run from ball

d. Will stand too close to other person

e. Will throw ball way off target

Eventual Outcome:

a. Will learn proper position of arms to be ready for ball

b. Will learn to keep eye on ball

c. Will learn to catch fairly well

d. Will receive a sense of satisfaction

VIII. Steps and Ramp Activity

Material: Painted wooden platform with a ramp on one end and steps on the other with pipe guard rails along side

Objectives:

a. To become accustomed to steps and ramps in a city where there are mostly one-story homes

b. To develop skill in using steps and ramps

c. To develop large leg muscles

d. To develop foot muscles

e. To learn to wait one's turn

Immediate Outcome:

a. Will slide on ramp first instead of walk or run

b. Will do tricks on poles

c. Will crawl under apparatus and hide from others

IX. Climbing Activity

Materials: Two similar apparatuses composed of 3 eight foot pipes that stand like a tent with a snake-like ladder going up one pipe

Climbing Activity (Cont'd)

Objectives:

a. To develop large leg muscles

b. To lessen fear of heights, if any

c. To learn to wait for one's turn

Expected Outcome:

a. Afraid at first

b. Will not play on apparatus unless an adult is around

c. Tendency to step off too soon

d. Does not think about both legs
(Will try to leave other one and slide down)

e. Will eventually learn how to use apparatus and start doing tricks

X. Spring Board

Materials: One 12' spring board supported by two moveable steel horses

Objectives:

To develop child's muscles for balancing self or sense of balance, i.e., large leg muscles, shoulders, back, etc.

Outcome:

a. Will learn to walk, run and jump on board without losing balance

b. Will learn safety rules for safe play are best adhered to

SPECIAL ACTIVITIES FOR BOTH GROUPS

I. Activity Flannel Board

A. Materials: Flannel, easel, story cut outs, etc.

B. Purpose:

1. Introduce characters in stories
2. Game of recognition
   a. objects
   b. animals, etc.
3. Introduce colors, shapes, numbers, etc.
4. Game of name (their name) recognition

C. Outcome:

1. Enjoyment of telling character stories themselves
2. Increases the imagination
3. Increases word vocabulary

II. Cutting Activity

A. Materials: Small children's scissors, newspaper or construction paper

B. Purpose:

1. To learn to hold scissors in correct manner
2. To learn to cut
3. To develop hand muscles
4. To hold paper with one hand and cut with the other hand

C. Immediate Outcome:

1. Will not be able to hold scissors so that he can cut
2. Will try to cut paper without steadying paper with other hand
3. Discovers paper does not hold still without holding it firmly

D. Eventual Outcome:

1. Learns to put certain fingers in handles for correct cutting hold
2. Learns how much pressure is needed to cut paper
3. Older children cut out shapes, even follow a designated line

III. Pasting Activity

A. Materials: paste, construction paper, cut up construction paper, macaroni, cut up bits of material, string, etc., crayon, jar lids

B. Objectives

1. To experience the feel of paste
2. To learn what he can do with paste
3. To learn the proper way to paste one object to another
4. To experience a sense of accomplishment

C. Immediate Outcome:

1. Child might eat paste
2. Will put paste on larger piece of paper in larger quantities
3. Will use it like finger paint
4. May not want to soil hands at all
5. Wipe hands on own clothing

D. Eventual Outcome:

1. Learn to put a small amount of paste on small piece of paper and put it on larger piece of paper
2. Learn that paste is sticky and is for sticking things together
3. Learn that paste is not for eating

4. Learn that pretty things can be made with the help of paste

IV. Gardening Activity

A. Materials: fast maturing plant seeds, i.e. radishes, lima beans, large and child-size rakes, hoes, shovels, water, hose, small cups, ruler

B. Objectives:

1. To acquaint children with the soil
2. To learn the use of gardening tools
3. To add to the child's vocabulary: rake, hoe, shovel, etc.
4. To learn in simple language the wonder of nature's cycle and its purpose.
5. To experience the satisfaction of seeing own plant grow and produce
6. To get the concept of measuring
7. To learn how to plant a seed and care for it
8. To realize what sun and rain or water can do for plants
9. To think about safety of others while using tools
10. To learn to await their turn

C. Immediate Outcome:

1. Smaller children cannot handle small seeds well because hand muscles are not yet fully developed
2. Not organized in putting seed in ground
3. Will be over-enthused about using child-sized or adult tools
4. Will step any place in garden area without discrimination

D. Eventual Outcome:

1. Majority will enjoy gardening

2. Learn how to handle tools
3. Can go to get a certain tool when asked
4. May learn when to use a certain tool
5. Learn to treat plants tenderly
6. Experience a certain amount of satisfaction from planting a seed

V. Painting Objects

A. Materials: tempera paint, object, i.e. cardboard roll, portion of egg cartons, etc. paint brushes, newspaper, small containers, clothespins

B. Objectives:

1. To develop hand muscles
2. To learn to hold an object with one hand and paint with the other
3. To finish a painting if at all possible

C. Immediate Outcome:

1. Will not hold object to be painted at first
2. Timid to start painting
3. Sometimes leaves painting before completed

D. Eventual Outcome:

1. Will learn that object must be held so that it can be painted
2. Will enjoy painting over a painted area
3. Will produce an attractive object under supervision

VI. Finger Painting Activity

A. Materials: starch (instant or boiled), tempera paint, finger painting paper, water, sponges, aprons, oil cloth table cover

B. Objectives:

1. To get acquainted with medium
2. To receive a sense of release from the experience
3. To learn what can be done with medium
4. An opportunity to be creative

C. Immediate Outcome:

1. Will sometimes not explore until it is suggested
2. Usually will enjoy the activity very much
3. Do not make much in the way of a design

D. Eventual Outcome:

1. With some supervision will manage something refreshing to look at
2. Will learn to use hands many ways to get an effect developing creativeness

VII. Water Painting Activity

A. Materials: large milk cartons, scissors, paint brushes, water

B. Objectives:

1. To experience a degree of accomplishment by painting anything the child wants to paint in play-yard

C. Outcome:

1. Enjoyment
2. Freedom

VIII. Music and Rhythms Activity

A. Materials: piano, voices, shakers, drums, crepe paper shakers, drumsticks, handkerchiefs (silk, large)

B. Objectives:

1. An opportunity to express child's musical instincts by clapping

2. To learn to clap each syllable of child's own name
3. To learn a feeling of satisfaction
4. To develop a sense of rhythm
5. To learn to count up to five by clapping at the same time
6. To develop coordination in singing and clapping at the same time
7. To recognize number of beats
8. To learn short simple songs
9. To have an opportunity to play-act
10. To learn to march
11. To learn what stamping is
12. To learn to step softly
13. To learn to skip
14. To learn to hop
15. To learn to gallop
16. To learn to sway
17. To learn to dance in one's own way
18. To learn to listen for beat
19. To learn to sing together and play games together

C. Outcome:

1. At first irregular in all attempts
2. Soon learns the rhythm of clapping on the beat
3. Enjoys singing anything simple
4. Enjoys dancing
5. Enjoys the play-acting
6. Younger children will tend to watch other children a great deal
7. Creativity is developed

IX. Crayon Activity

A. Materials: large octagon crayons in 8 colors, paper

B. Objectives:

1. To coordinate hand muscles and to manipulate small objects with purpose
2. To develop an appreciation or awareness of color and design
3. To have an opportunity to sit and rest back and leg muscles
4. To have an opportunity to share

C. Outcome:

1. Will share work and crayons with each other
2. Will share expressions
3. Learn to socialize
4. Will mark on anything
5. Will draw on another child's paper
6. Will enjoy medium
7. Improvement will show as child becomes older

X. Storekeeping Activity

A. Materials: shelves of any durable material, empty cartons and cans of food, bag, cash register, apron

B. Objectives:

1. Another way of helping the child to see, hear, and know about what makes the world go round
2. Recognition of different foods

C. Outcomes:

1. Storekeeping brings food into focus.
2. Where the food comes from
3. What brings the food, (truck, train, etc.)
4. Who grows the food
5. Who buys the food
6. Most important storekeeping means handling money

XI. Library Corner

A. Materials: books of nursery rhythmes and pictures; of animals, homes, and nature. Books of short stores suitable for 3, 4, and 5 year olds with large pictures and print

B. Objectives:

1. To provide quiet individual occupation
2. To increase child's knowledge of objects, events and the world in general
3. To develop an appreciation of color
4. To develop creative potential
5. To learn how to care for books
6. To learn how to look at one book at a time

C. Immediate Outcomes:

1. Will throw books around, especially on floor
2. Turn the pages too roughly
3. Do not look at books to really see them
4. Will take books from library corner
5. Will be curious about books

D. Expected Outcome:

1. Will learn to sit quietly and look at a book

2. Will learn to keep books on table and in library corner
3. Will become curious about all books, and want stories read to them

XII. Carpentry Activity

A. Materials: 4 blocks of wood 4" x 4", nails, 4 hammers and a large table

B. Objectives:

1. To vent any feelings of animosity
2. To work off excess energy
3. To learn how to hammer
4. To learn how to hold nail and hammer the nail
5. To learn how to take nail out of wood
6. To develop the ability to construct something
7. To learn to watch out for the welfare of peers

C. Immediate Outcome:

1. Hammers fingers instead of nail
2. Wants to hammer without holding nail
3. Will bend head of nail
4. Will hammer nail in crooked
5. Will hammer regardless of how close observers are to hammer

D. Expected Outcome:

1. Will enjoy activity immensely
2. Will learn to hammer nail in straight
3. Will learn to watch to see if anyone is standing too close to his hammer
4. Will eventually be ready to make something constructive

XIII. Trips and Excursions

A. To leave the school premises, and go places is always a pleasure to children. There should always be enough adults to accompany the children. A good ratio is: four, three-year-olds to one adult; five to six, four-year-olds to one adult; and six or seven, five-year-olds for one adult.

I. Trips

a. Fresno State College Farm

b. Firehouse

c. Library

d. Zoo and Park

e. Dentist's Office

f. Roundhouse

g. Train and bus station

h. Bakery

i. Bar 20 Ranch

II. Neighborhood Walks

a. Cleaning and Pressing Shop

b. Barber Shop

c. Grocery Store

d. Neighborhood Rose Garden

e. Drug Store

f. Cotton Ranch

g. A trip to watch street repair when in the neighborhood of school

h. A trip to watch big trucks in operation, (dump trucks, steam shovels, and cement trucks, etc.) when in the neighborhood of school

III. Recognition of Community Helpers

A. To acquaint the pre-school child with our community helpers

1. Mailman
2. Policeman
3. Fireman
4. Electrician
5. Plumber
6. Garbage man
7. Milk man
8. Telephone man
9. Truck driver
10. Bus driver
11. Nurse (in uniform)
12. Doctor
13. Dentist
14. Service station attendant

PARENT PARTICIPATION

I. Advise to Mothers New to the School

A. Do not be disturbed if, during the first few weeks your child is:

1. Shy in the group
2. Wants to cling to you
3. Cries a lot
4. Hits a child in play
5. Refuses to take or give turns
6. Is irritable at home

B. Remember that each child has his individual form of reaction to other children and adults.

C. Do not be sensitive about any of your child's reaction or lack of reactions. Neither you nor your child will be judged by any of these. IF HE HAD ALL THE DESIRABLE SKILLS, HE WOULD BE A SUPERIOR ADULT AND NOT A CHILD. Let him be himself.

D. The first break from home to school should be a gradual one. If your child's first days at the parent pre-school indicate his need for your presence, you will be expected to accompany him daily until the need diminishes. After that time, you will be expected to participate only on your weekly "teaching" day.

E. If for some reason you are disappointed in your child's early reactions at school, do not make an issue of it at home.

F. Do not discuss your child (or any other) in his presence.

G. Do not try to attract your child to this or that toy in an effort to amuse him. Let him just stand and watch, if that is what he wants to do. Remember that watching is a form of participation.

H. Try to keep in the background. However, if your child comes to you from time to time, or remains clinging to you, respect his need for security and follow his lead.

I. Toilet accidents are taken in a matter-of-fact way. Never scold or punish a child for an accident. Put him promptly into clean clothes and help him develop the habit of dryness.

J. Playclothes are the most acceptable apparel for the children. A sweater and coat should be provided in changeable weather. Overshoes, caps, mittens, and all other removable wraps must be labeled with the child's name. Mothers will be most comfortable and useful in slacks or other sturdy clothing. Dress warmly on chilly days as you will be out of doors. Come prepared to work hard. In some of our activities, it will be impossible to keep clean.

K. Develop the habit of checking the bulletin board daily for notices of meetings, dues, health matters or announcements.

II. Instruction for your Participation Day

A. General Procedures:

1. Each mother, if ill or unable to work on her scheduled day, is responsible for exchanging days with another mother in her driving group. In order to provide the best school experience for your child the school must be adequately staffed. You are part of the staff on your participation day. DON'T LET YOUR SCHOOL BE INADEQUATELY STAFFED.

2. Upon arrival at the parent pre-school, conduct the children for whom you are responsible to the health inspection, and remain available until each child has been inspected and admitted.

3. Arrive promptly, sign the attendance sheet and get your assignment. Check with the teacher to see where you are first needed.
4. Never leave any children unattended--even one child--even for a few minutes. If you must leave the area, ask the nearest mother to supervise your place until your return.
5. Learn where things are kept, the daily schedule, and the names of the children so that you can be more comfortable and efficient.
6. Set a good example during rest period. Neither talk nor move around unnecessarily. Sit on the floor with the children. If a child is restless, sit by him or even hold him. In a low voice say "This is quiet time." If this fails, remove child quietly to where he rests alone. Keep the atmosphere of rest while the transition to the next activity is being made.
7. DO NOT VISIT WITH OTHER ADULTS. YOUR JOB IS TO OBSERVE AND SUPERVISE THE CHILDREN'S PLAY GROUPS.
8. DO NOT SMOKE AT SCHOOL
9. Where rules have not been outlined, make your own as necessary and then see that the rules are followed. You are the Parent in Charge.

III. Parent Education in a Parent Pre-School Program

A. Goals

1. Helping parents see the value of education for themselves and their children
2. Increasing the parent's interest in and understanding of school procedures and teaching techniques

3. Recognition of constructive and creative activities for children
4. Discovery of the specific needs and abilities of pre-school children
5. Developing skills for the home guidance of children
6. Personal growth

B. Methods and procedures for attaining these goals
   1. Close association with a learning environment will help parent understand the excitment and rewards of learning
   2. Observing teacher at school by:
      a. Serving as teacher-helper at the Pre-school one morning
      b. Attending weekly Parent Education classes
   3. Learning by observation and by doing some of the constructive creative activities with children
   4. Observation:
      a. Assigned periods of observing and recording
      b. Class discussions of what has been learned
   5. Skills for guiding children:
      a. Use of these skills at school
      b. Example set by teacher
      c. Class discussion
   6. Personal growth:
      a. Form close association with an educational environment
      b. Building confidence by:
         1. Group participation
         2. Increased self-image because of successful role as teacher-helper

3. Assuming responsibility for parent's share of the success of program

C. Individual Assignments for Participating Parent

1. Each participating parent will report to building #2 and receive an assignment for the day. Usually on a card or cardboard roll to wear. (purpose - always there to refer to)

2. Assignments are pre-set according to the number of mothers or families enrolled and divided by 5(days). This gives the teachers the number of mothers that can be expected for the day. Activities are divided among the mothers per day. Routine or daily activities are always scheduled first and also according to what activities children usually go to first.

3. Parents sign in on participation day. If not participating there is a special sheet to let Head-teachers know what child the parent brought and who will pick child or children up.

4. The following were tentative assignments used between March - June, 1964. These were assigned to parents on the order of arrival to the school on that day. However, this procedure is due to change so that teacher-helpers may get better acquainted with all assignments.

5. Important instructions for each assignment:

a. Stay at assigned post! Do not leave it! Remember, no one is responsible for the area but the assigned person. If area is left, the children will be unsupervised and someone may get hurt. Do not leave assigned post, even if only one child is in that area.

Assignment #1 Mrs. Brewer

9:00 - 9:30 Take attendance and assist children in finding their cubby holes and putting on name bibs. Go to yard if children want to play in yard.

9:30 - 9:45 Gather children for Flag salute. Have them sit on the floor until ready. Choose child of Day from roll sheet to hold flag, etc.

9:45 (Approximately) Yard

10:00 Supervise children in putting toys away (inside).

10:15 Toilet Red Birds and Green Birds. Stay in toilet and see that hands are washed properly. Wash hands with Phisohex.

10:25 -11:00 Sit at nutrition table and serve. Assist with poor resters.

11:00 Stand at door and line children up in boys and girls lines, let children go out when ready.

11:25 Have children bring in wheel toys and assemble themselves on floor for Goodbye Song. Give children their work to take home.

Assignment #1 Mrs. Bowser

9:00 - 9:30 Take attendance - assist those who cannot find cubby holes and bibs

9:15 Flag Salute - Gather children from outside

9:35 (Approximately) Yard

10:20 Supervise children in putting toys in a corner outside and send children to toilet 4 at a time Open other toilet. See that children wash hands

properly, and assist with clothes. Wash hands with Phisohex

10:35 Assist with nutrition and rest period

11:10 Yard

11:25 Have children bring in wheel toys and assemble themselves for Goodbye Song. See that children take home their work.

Assignment #2 Mrs. Brewer

9:00 - 10:00 Supervise clay table and painting easel.

9:30 Flag Salute

10:00 Dismiss children and send them to toilet. Clean easel and clay table. Soak paint brushes; put paint cans in paint corner.

10:15 Assist with toileting other children in room. Wash hands with Phisohex

10:25 Assist in serving nutrition then put down mats and books,

11:00 Stand at mat closet, then go out to yard

11:25 Get children assembled on floor for Goodbye Song. Stand at gate and do not let any child through without proper adult.

Assignment #2 Mrs. Bowser

9:00 - 10:00 Supervise clay table and painting easel. Make paint if necessary

9:15 Flag Salute

10:10 Dismiss children and send them to toilet and wash hands. Clean easel, soak paint brushes, put paint cans in paint corner.

10:20 Assist in toileting other children in room. Wash hands with Phisohex.

10:35 Sit at table and sing song and serve.

10:45 Clean up tables and serving equipment.

11:10 Stand at mat closet, then go out to yard.

11:25 Get children assembled on floor for Goodbye Song. Stand at gate and do not let any child through without proper adult

Assignment #3 Mrs. Brewer

9:00 - 10:00 Supervise craft and table toys table. (See Head-Teacher for ideas when necessary)

9:15 Flag Salute

9:30 Continue with crafts and toys.

10:00 Clean table and have children put toys away and then go to toilet.

10:10 Prepare nutrition tray (milk in refrigerator in office), set table and assist with serving

10:20 Put down mats and books.

10:30 Assist with poor resters

11:00 Put out table toys again

11:25 Assemble children for Goodbye Song.

Assignment #3 Mrs. Bowser

9:00 - 10:00 Supervise table toys and housekeeping areas.

9:15 Flag Salute

10:00 Have children put toys away and tidy housekeeping area. Dismiss children for toilet. Wash hands with Phisohex.

10:20 Prepare nutrition tray and put on table. (Milk in refrigerator in office)

10:25 Put down mats and assist with poor resters.

11:10 Set out table toys and continue above supervision.

11:25 Assemble children for Goodbye Song.

Assignment #4 Mrs. Brewer

9:00 - 10:00 Carpentry (4 at a time only)

9:30 Flag Salute

10:00 Put equipment away and channel children to toilet. (Red Birds and Blue Birds)

10:30 Close blinds and put lights out, then on when rest period is over.

11:00 Carpentry

11:25 Send children to room and assemble for Goodbye Song. Bring in equipment.

Assignment #4 Mrs. Bowser

9:00 - 10:00 Supervise crafts and store area

9:15 Flag Salute

10:10 See Head-Teacher for ideas when necessary.

10:15 Help Teacher- Healer in bathroom with toileting children after cleaning up.

10:25 Put down mats and assist with poor resters. Darken room.

11:10 Carpentry - See Teacher (4 at a time)

11:25 Put away equipment and send children to room for Goodbye Song

D. The Toilet Routine

1. There is no attempt to provide privacy during the toilet routines. The informal mingling of boys and girls at this time gives an excellent opportunity for each child to learn the physical characteristics of the opposite sex.

2. The steps of toilet procedure follow one after the other in natural sequence, and should be said in simple terms.

   a. "Undo buttons," "opening plackets, etc."

   b. "Use toilet", "flush toilet"

   c. "Fasten clothing"

   d. "Wash hands with use of soap"

   e. "Dry hands with paper towel"

3. The process of washing is interesting to most children. They make real play of turning on faucets, lathering soap, and splashing about in the water. This routine needs close supervision.

E. Nutrition Time

1. This is a sociable time that gives an opportunity to practice good table manners. The example is set by the adult in charge. Good manners are important. Manners are not forced. They must be learned. If the teacher will set a good example and follow the routines below, the children will learn good manners, such as:

   a. Using a quiet voice

   b. Have a smiling face

   c. Sit straight in chair with both feet on floor in front of chair

   d. Fold hands above table

e. Sing thank you song "softly"

f. Supply each child with napkin

g. Place cracker or cheese on napkin

h. Pour milk and pass as quickly as possible

i. When child has finished, he

1. Wipes mouth with napkin

2. Places napkin and cup in container

3. Leaves place clean

4. Asks to be excused

j. Direct child to mat which has been placed on floor

k. This procedure should be accomplished in an orderly and quiet manner.

F. Rest and Relaxation Time

1. Rest and relaxation are an important part of the pre-school program, in keeping fatique at a minimum. Each child is provided a mat with his name written in manuscript and taped on the mat. Rest time is provided immediately after nourishment.

2. Procedure:

a. Children go directly to mat on floor and lie down

b. Children do not sleep but relax

c. Relaxation is some times encouraged by playing soft music on piano or phonograph (depending upon the need)

d. After 5 or 10 minutes of relaxation the children can participate in the following:

1. Community singing

2. Finger plays

3. Quiet fames

4. Exercises

e. After signing is over, children are instructed to fold mats and put them away

G. Proper Clothing for Children to Wear:

1. The child's clothing should be as follows:

a. Simple -)ordinary play clothes)

b. Washable

c. Sturdy

d. Ease in fit (not too tight or loose)

e. Easy for child to manage (large buttons and button-holes and plenty of pockets.)

f. Safe

g. Labelled for identification (white adhesive tape lettered in indelible ink)

H. Proper Clothing for Parents to Wear:

1. Have proper clothes for yard duty

a. Sweaters and coats

b. Sun glasses

2. Women

a. Anything washable, i. e. dress, pants, or slacks but not shorts of any kind

b. Low heeled shoes for standing and walking

3. Men

a. Comfortable and washable shirts and trousers

I. Parent Education Meeting:

1. These meetings are conducted to improve the communication between the school and community. They provide an opportunity for the teacher to give information about the pre-school child to the parents. The meeting also

gives the parent an opportunity to share his ideas and experiences with the teacher and other parents.

2. Vital information is brought to the parents through the following resources:
   a. The School Nurse
   b. The Dentist
   c. The Doctor
   d. Teachers
   e. Films and Filmstrips, etc.
3. These meetings are a required part of admitting all applicants to the Compensatory Education Pre-school Program, and are conducted one evening each week.

J. Successful Parenthood

1. A successful parent and teacher must have patience, common sense, and the ability to love. In addition, it is important for her to know certain characteristics of each age in order for her to deal properly with each child. It is constantly necessary to keep the following concepts in mind:
   a. The child develops as a whole
   b. Each child grows and develops at his own rate.
      1. Some mature slowly.
      2. Some mature rapidly.
      3. Some mature irregularly.
   c. What a child has inherited can not be changed. Accept him as he is and respect his individuality.
   d. Generally speaking, all children go through similar stages of development. Some will enter a given stage

early, while others may enter the stage on the late side.

2. To summarize: The parent and teacher will be more successful and happier, as will the child, if they:
   a. Accept him as he is, including the feelings he expresses
   b. Make demands of which he is capable
   c. Set reasonable limits for him
   d. Try to fulfill his basic needs of LOVE, BELONGING, ACCOMPLISHMENT, RECOGNITION, AND RESPECT
   e. Learn to use techniques for coping with his behavior
   f. Use patience

K. The Three Year Old

1. Characteristics
   a. More sociable and willing to conform than younger child.
   b. Great interests and curiosity in people and things.
   c. Physical drive less than at two, but motor ability increases
   d. Increased interest in dramatic play and imitation of others
   e. Listens to verbal suggestions
   f. Increased interest span
   g. Adjustment difficulties rare at this age.
   h. Can tolerate being away from mother-understands she will return
   i. More spontaneous group play.
   j. Fewer environmental restrictions necessary.
   k. Beginning to appreciate form in manipulative activities.

1. It is felt that much emotional development is worked out by the child through imaginary outlets. Imaginary activities are high at this age. Often has an imaginary companion whose place is taken later by participation in dramatic play when child becomes doctor, mother, etc.

2. Activities Enjoyed
   a. Like words and conversation
   b. Enjoys dramatization
   c. Likes trips and excursions
   d. Likes planning visits, lunch with Grandma, etc.
   e. Fascinated to watch adults work--also machinery
   f. Likes imaginative stories based on real people and real animals
   g. Likes to look at books
   h. Enjoys singing and diversity of musical experiences
   i. Enjoys process of constructing with blocks more than play with finished product

3. Particular Needs
   a. Need dramatizing outlet such as costume box, large blocks, etc.
   b. Need alternation of quiet and active group play
   c. Need suggestions or cues from an adult sometimes in order to continue play

4. Techniques of Handling
   a. Most effective discipline is isolation
   b. Likes to be whispered to
   c. Humorous ring guesses from the adult amuses them

d. Sometimes advisable to let children settle their own disputes provided they are evenly matched and the aggressive child doesn't always win

e. Use surprises

f. Offer choices occasionally, such as two specific items: "Do you want to wear the blue hat or the red hat?"

g. Distraction and diversion are useful techniques

h. Adult should respect child's imaginary life and capitalize on it, but be careful not to exploit it

L. The Three and a Half Year Old

1. Characteristics:

a. Imaginative outlets reach a peak at this age

b. In contrast to three, three and a half shows less confidence, less motor control (often awkward)

c. Period of relatively high tensions, and nervous habits sometimes appear such as biting nails, blinking of eyes, and stuttering

d. Makes many demands for exclusive attention

e. "Age of whining"

2. Activities Liked:

a. Same as three year old

3. Particular Needs:

a. Recognition that this is a transitional period caused by growth factors rather than environmental factors which may exaggerate it

b. Extra patience and affection

c. Best possible environment

d. A planned activity will often help start the day right rather than free play

4. Techniques of handling:

   a. Adult should respect child's imaginary life and capitalize on it, but be careful not to exploit it

   b. Treat irritating demands lightly

M. The Four Year Old

1. Characteristics:

   a. Four goes "out of bounds" easily in almost every direction--both with mind and muscles

   b. Has high motor drive; likes rough and tumble play

   c. Is a "great talker", exaggerates, boasts and is bossy

      1. Likes old, new, and different words, including profane or silly language

      2. Name-calling stage

   d. Asks many questions; wants to know why and how

   e. Talks about becoming five years old

   f. Group cooperative play begins (3 and 4 children)

   g. Has difficulty distinguishing between truth and fiction

   h. Loves to defy mother and daddy

   i. Play is smoother than at three

   j. There is a tendency for two children to exclude the third

   k. Routines go more smoothly and independently

   l. Strong sense of family and home

   m. Can combine talking and activity at the same time such as dressing, eating, etc.

   n. A truly social person; wants a playmate every afternoon even though he's been at nursery school in the morning

o. Four is a paradox--can be cooperative, calm, imaginative quiet, or on the other hand, bossy, assertive, noisy, silly, dogmatic

2. Activities Enjoyed:

a. Likes words--nonsense rhymes, nursery rhymes, tall stories, and numbers

b. Wants to hear familiar stories over and over again

c. Likes dressing up and true dramatic play

d. Enjoys planning and carrying out excursions, trips, and picnics

e. Likes to build things he can get into

f. Likes to manipulate large hunks of clay

g. Likes carpentry

h. Enjoys mud and water play

i. Enjoys group play

3. Particular needs:

a. Needs to be allowed to test himself out

b. Needs limits set and authority of adults

c. Needs some supervision even though he seems self-reliant

d. Prefers children of his own maturity

e. Needs variety

f. Needs group play

g. Needs more supervision during toileting because of curiosity and reticence

h. Needs active play involving big muscles

4. Techniques of Handling

a. Since he is characterized by extremes of activity, handling him should be a mixture of holding to the

dotted line and yet giving him the freedom he needs

b. Responds best to a man-to-man attitude in conversation and management

c. Use numbers since there is an interest beginning

d. Responds well to verbal restrictions

e. When play begins to deteriorate, bring in related or new ideas to his play

f. Isolation is even more effective than at three because of his strong social drive

g. Whispering is effective

h. A jaunt is a good outlet for out-of-bounds behavior

N. The Four and a Half Year Old

1. Characteristics:

a. Still a little confused between real and unreal

b. Will stick to a job better than heretofore

c. Quite talkative

d. Very frank

e. Interested in details

f. Wants to be shown

g. Can accept most frustrations

h. Motor control is improved

i. Shows interest in letters and numbers

O. The Five Year Old

1. Characteristics:

a. Tends to be reliable, stable, well adjusted

b. Calm and friendly

c. Does not demand too much of others

d. Accomplishes what he tries

e. Likes to do things with and for mother

f. Satisfied with himself

g. It is easy to be good

h. Play behavior becomes more socialized

I. Individual Parent and Teacher Conference

A. This is a time set aside to discuss with the parents their child's behavior and progress from September to January and then from January to June

1. An observation form used throughout the year is shown to the parent

2. The conference starts with any comments the parent has to make on anything he is interested in sharing with the teacher or questions the parent may wish to ask

II. The Car Pool

A. A master sheet is readied for enrolling parents to share cars for transportation to and from school:

1. This helps those parents who have no trasnportation and cuts down on gas for others in getting their children to school daily.

2. Each driver and rider receives a copy so that all parents know who drives or picks up their child each day.

IRWIN JR. HIGH SCHOOL STUDENT PARTICIPATION

I. Actual tasks performed

A. Story Telling

B. Reading stories

C. Preparing room for arrival of children

1. Set up paint easels

2. Set out table toys on table

3. Turn large calendar to date

4. Set out clay on table

5. Set up special activity for the day

D. Take attendance

E. Play yard games with children

F. Run errands between rooms

G. Set up bulletin boards

H. Prepare or finish activities of children, ie., stapling, cutting patterns, baskets.

I. Make clay and mix easel paint

J. Supervise designated areas

K. Made corrugated cardboard furniture for housekeeping unit

L. Painted large box for outdoor play

RESOURCE MATERIAL FOR PARENTS

I. Suggestions and Helps in Dealing With Children:

A. Use few and simple words with children. Speak to them on the same eye level and use a quiet voice

B. Encourage children to do as much for themselves as possible. Give help only when needed

C. The guidance of your own child should be left to another whenever possible

D. Every adult should handle a situation until it is completely finished whenever possible

E. If a child behaves in a way that disturbs another child, or ignores safety rules:

1. Suggest a constructive activity

2. Lead child to another activity or group

3. Suggest taking turns

F. Make positive constructive suggestions; say, "keep the sand low" or "it's time for rest now"

G. Be courteous, respect the child as an individual

H. Remember that a child is learning as he plays, and that he should learn that rude, discourteous or cruel behavior is not acceptable at the pre-school or anywhere in life

I. Remember that many situations require firmness and the voice of authority. Children need and expect to be controlled

II. Music Records for the Pre-School Child

A CHILD'S INTRODUCTION TO THE CLASSICS. Childcraft CLP-1201. "Peter and the Wolf", "The Nutcracker Suite", "The Sorcerer's Apprentice", "Barber of Seville", and several short pieces children will enjoy. Excellent narration.

WHOEVER SHALL HAVE SOME GOOD PEANUTS. Sung by Sam Hinton Folkways FC 7530. Folk songs for children.

THIS IS RHYTHM. Ella Jenkins. Folkways FC 7652

A GOLDEN TREASURY OF MOTHER GOOSE AND NURSERY TUNES. Directed by Mitch Miller. Golden GRC 11. London Bridge, Old King Cole, and about forty more.

SONGS TO GROW ON. Vol. I-Nursery Days. Composed and sung by Woodie Guthrie. Folkways FC 7005. Simple songs and texts.

BIRDS, BEASTS, BUGS AND LITTLE FISHES. Pete Seeger, with banjo. Folkways FC 710. Simple songs, fortified with many animal noises made by the singer.

ANIMALS. Alan Mills, with guitar. Folkways FP 721. Fairly similar to the Seeger disc immediately above.

MUSIC TIME. Charity Bailey. Folkways FP 7. A teaching record, with learning and activity songs. It is best used if several children are available to join in.

MORE SONGS OF ANIMAL LAND. Original songs and adaptations by Marion Rosette. Treasure TLP 833.

CHANTONS EN FRANCAIS. Sung by Alan Mills and Helene Baillargeon. Folkways FC 7719. French songs for learning French.

SUNNY SONGS AND STORIES FOR STORMY DAYS. Frank Luther. Vocalion VL 3690. Stories stimulate children to "see" the events described.

FRIENDLY DR. DRILLUM-FILLUM. Song by Mann Curtis. Columbia J-209. Dentist education for the small child.

PICTURE BOOK PARADE. PBP 2004. A set of 3 records containing popular children's stories such as "Millions of Cats", etc.

YOUNG PERSONS GUIDE TO THE ORCHESTRA. Leonard Bernstein. Columbia ML 5768. Carnival of Animals on other side. This is better for older children.

WALT DISNEY'S ZOO SONGS. Disneyland DQ 1216. Shows how music can sound like animals. Very original.

Book: HOW TO BRING UP YOUR CHILD TO ENJOY MUSIC by Howard Taubman.
New York Hanover House, 1958, $2.95.
This book is a very helpful guide for both the musical and non-musical parent. The author suggests ways of creating a musical atmosphere in the home. There are record lists for children from pre-school

age through high school age. There are also lists of records parents and children can enjoy together at the various ages.

III. Music for Parents and Small Children

Beethoven - Symphony #6. "Pastorale" (Storm, wind, birds).

Beethoven - First movement of Moonlight Sonata.

Bizet - L'Arlesienne Suites #1 and 2.

Brahms - Hungarian Dances. Lively, rhythmic and melodious.

Chopin - Mazurkas. Short, tuneful, imaginative pieces.

Copland - "Billy the Kid" and "Salón Mexico".

Debussy - Nocturnes "Clouds and Festivals". Good imagery; impressionists.

Dukas - "Sorcerer's Apprentice".

Dvorak - Slavonic Dances #1,3,7,8.

Enesco - Roumanian Rhapsody #1.

Frank - Le Chasseur Maudit. (Explain legend and story).

Gilbert and Sullivan - Any or all are good, especially "Mikado" and "Pirates of Penzance".

Grieg - Peer Gynt Suites #1, 2.

Grofé - "Grand Canyon Suite".

Hayden - "Toy Symphony" and "Surprise Symphony".

Kabalevsky - "Comedians"

Liadov - "Baba Yaga". (Fairytale of a Russian Witch).

Liszt - Liebestraum.

Mozart - "Musical Joke".

Prokofiev - "Peter and the Wolf".

Strauss - Waltzes.

Strauss, Richard - "Till Eulenspiegel". (Tell story with parts of music)

Tchaikovsky - "Children's Album" Op. 39. Peter Ustinov. (Very good). "Nutcracker Suite", "Swan Lake", "Romeo and Juliet".

Smetana - "The Moldau". Has one great melody children can pick up.

Weber, C. M. von - "Invitation to the Dance".

IV. Pamphlet Sources
Additional copies of these and other pamphlets may be obtained as follows:

Available from	Price per single copy
SUPERINTENDENT OF DOCUMENTS U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON 25, D.C.	
Your Child from One to Six. Children's Bureau Publication No. 30 (Single copy available free by writing directly to Children's Bureau)	$ .20
A Healthy Personality for Your Child. Children's Bureau Pub. No. 337-1952	.15
Home Play and Play Equipment for the Preschool Child. Bureau Publication No. 238	.10
PUBLIC AFFAIRS PAMPHLETS, 22 E. 38th St., NEW YORK 16, N.Y.	
Enjoy Your Child, Age 1, 2, and 3. No. 141	.25
Three to Six: Your Child Starts to School. No. 163	.25
Making the Grade as Dad. No. 157	.25
Comics, Radio, Movies, and Children. No. 148	.25
CHILD STUDY ASSOCIATION OF AMERICA, 132 E. 74th St., NEW YORK 21, N. Y.	
Television: How to Use it Wisely with Children.	.15
NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC., 1790 Broadway, NEW YORK 19, N. Y.	
Some Special Problems of Children Ages 2 to 5 years.	.25
METROPOLITAN LIFE INSURANCE COMPANY, WELFARE DEPARTMENT 600 Stockton St., San Francisco (Also available through local Metropolitan Life Insurance offices.)	
Understanding Your Young Child	Free
ABC's of Childhood Disease	Free
A Formula for Child Safety	Free

JOHN HANCOCK MUTUAL LIFE INSURANCE COMPANY, LIFE CONSERVATION SERVICE, RUSS BUILDING, 235 Montgomery St., San Francisco 4

Between One and Five — Free

NATIONAL EDUCATION ASSOCIATION, 1201 - 16th St., N.W., Washington 6, D. C.

Happy Journey - Preparing Your Child for School — .40
Published by the Department of Elementary School Principals of the N.E.A. and the National Congress of Parents and Teachers.

EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES
393 Seventh Avenue, New York 1, New York

Looking Forward to School — Free

Quantity discount prices as noted on some of the pamphlets, or obtain information by correspondence with the publisher.

BIBLIOGRAPHY and ACKNOWLEDGEMENTS

I. The Guidance Nursery School

A Gesell Institute Book for Teachers and Parents, by Evelyn Goodenough Pitcher and Louise Bates Ames. Copyright 1964. Published by Harper & Row Publishers, N. Y., Evanston & London.

II. A Pre-School Music Book
By Angela Diller and Kate Stearns, published by G. Schirmer, Inc. N. Y. Copyright 1936.

III. Basic Music for Classroom Teachers
By Nye and Bergethon, published by Prentice-Hall, Inc., Englewood Cliffs. Copyright 1954.

IV. Thirty-Three Rhythms for Children
By Jacquelin Carmel Kuhn, published by Bregman Vocco and Conn, Inc., 1619 Broadway, N. Y. 19, N. Y. Copyright 1956.

V. Your Guide to Better Group Meetings
Edited by Genevieve Millet, Articles Editor, Parent's Magazine, Published by Parent's Magazine, Copyright 1962.

VI. Nursery School Guide
By Rhoda Kellogg. Published by Riverside Press, California, copyright 1949.

VII. Nursery School Education
By Josephine Foster. Published by Appleton Century Co., Copyright 1939.

VIII. Adventures with Children in Nursery School and Kindergarten
By Elsie Bernouw and Arthur Swan, published by Thomas Y. Crowell Co. Copyright 1959.

IX. Your Kindergarten Book
Teachers Publishing Corporation, Darien, Conn., Copyright 1959.

APPENDIX

Teachers Observation Form (cont'd)

Behavior Ratings	Yes	No	Needs Improvement	Making Progress
Tolerates being away from mother				
Likes to hear stories				
Likes to look at books				
Likes to hear music				
Plays constructively				
Awkward				
Whines				
Contrary at times				
Gets out of bounds				
Cooperates with group				
Strong sense of home and family				
Likes clay				
Likes blocks				
Likes to paint				
Likes to manipulate toys				
Likes carpentry				
Can handle scissors				
Can use paste properly				

Anecdotal Record

Date

Fresno City Schools

Observed by

PARENT OBSERVATION FORM

Date_____

1. Activity observed:

   Blocks____: Clay____: Crafts____: Housekeeping_____

2. Time: From_____ to_____

3. Number of girls _____ Boys_ _____

   Few Some Many

4. Are children talking?

5. Are children silent?

6. Are children sharing?

7. Are children playing alone?

8. Are children playing together?

9. Are children misusing materials or equipment by:

   Throwing

   Kicking

   Grabbing or snatching

   Hoarding

   Quarreling

   Hitting

10. How was situation handled?
    By showing child proper use?_____

    By suggesting different use?_____

    Sending disturber to other activity?_____

    By reorganizing total play?_____

    Other_____

11. Briefly state what you have learned which will help you in the home guidance of your child_____

    _____

Fresno City Schools

PARENT OBSERVATION FORM

Date_____

1. Activity observed:

   Blocks____: Clay____: Crafts____: Housekeeping_____

2. Time: From_____ to_____

3. Number of girls_____ Boys_____

	Few	Some	Many
4. Are children talking?			
5. Are children silent?			
6. Are children sharing?			
7. Are children playing alone?			
8. Are children playing together?			
9. Are children misusing materials or equipment by:			
Throwing			
Kicking			
Grabbing or snatching			
Hoarding			
Quarreling			
Hitting			

10. How was situation handled?
    By showing child proper use?_____

    By suggesting different use?_____

    Sending disturber to other activity?_____

    By reorganizing total play?_____

    Other_____

11. Briefly state what you have learned which will help you in the home guidance of your child_____

    _____

Fresno City Schools

STORY TELLING EVALUATION

Name of Student

	Excellent	Good	Needs Practice
1. Loudness of voice			
2. Showing and using pictures in book			
3. Holding listeners attention			
4. Encouraging children to take part			
5. Imparting information and Vocabulary building			

Comments:

Parent:

Teacher:

Fresno City Schools

ARRIVAL AND PICK-UP SHEET

Name of Child Date	Brought to School By --	Will be Picked up By--

Fresno City Schools

COMPENSATORY EDUCATION PRE-SCHOOL TEACHER -HELPER DAILY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Fresno City Schools

DUTY SCHEDULE
for
PARTICIPATING STUDENT HELPERS

TEACHERS NAME_____ DATE_____

_____ _____

_____ _____

_____ _____

LIST OF ACTIVITIES

A. Free Play (Block corner)
B. Housekeeping
C. Table Toys
D. Clay Table
E. Easel Painting
F. Carpentry
G. Sand Box
H. Climbing Apparatus
I. Steps and Ramp
J. Ball
K. Bicycles and Wagons
L. Balance Board
M. Water Painting

	MON.	TUES.	WED.	THURS.	FRI.
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					

Fresno City Schools

PARENT EDUCATION WORK SIGN-UP SHEET

Cut Out Food	Clean Rest Mats	Clean House
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Bind Books		

Fresno City Schools

FRESNO CITY UNIFIED SCHOOL DISTRICT
Compensatory Education Department
305 E. Belgravia Street
Fresno, California 93706

CONSENT OF PARENT

Name _____
(in full)
has my consent to attend _____

_____ at _____

Date _____ I assume all responsibility for
(his)
(her) transportation to and from _____

_____

_____
Signature of Parent or Guardian
(State Relationship)

CAR POOL

Group #

MON.	TUES.	WED.	THURS.	FRI.
Driver				
Passengers				

Grp.	Members	Car	Address	Phone	Child's Name	Day's at School	Age	Part. Day

Comments or specific information about your driving day.

Fresno City Schools